

## 2<sup>nd</sup> Grade Resources

### Get the Picture-Get the Story

From the National Council of Teachers of Mathematics

In this lesson, students act as reporters at the Super Bowl. Students study four pictures of things that they would typically find at a football game then create problem situations that correspond to their interpretation of each of the pictures.

<http://illuminations.nctm.org/LessonDetail.aspx?ID=L212>

### Looking Back and Moving Forward

From the National Council of Teachers of Mathematics

In the game Race to Zero at the bottom of the page, students take turns rolling a number cube and subtracting the number they rolled each time from 20. The first person to reach 0 wins the round.

<http://illuminations.nctm.org/LessonDetail.aspx?ID=L43>

### Finding Fact Families

From the National Council of Teachers of Mathematics

In this lesson, the relationship of subtraction to addition is introduced with a book and with dominoes.

<http://illuminations.nctm.org/LessonDetail.aspx?ID=L57>

### Hopping Backward to Solve Problems

From the National Council of Teachers of Mathematics

In this lesson, students determine differences using the number line to compare lengths.

<http://illuminations.nctm.org/LessonDetail.aspx?ID=L76>

### Where Will I Land?

From the National Council of Teachers of Mathematics

In this lesson, the students find differences using the number line, a continuous model for subtraction.

<http://illuminations.nctm.org/LessonDetail.aspx?ID=L118>

### Time-Match Clocks

From the National Library of Virtual Manipulatives, Utah State University

Students manipulate a digital clock to show the time given on an analog clock. They can also manipulate the hands on a face clock to show the time given on a digital clock. Times are given to the nearest five minutes.

[http://nlvm.usu.edu/en/nav/frames\\_asid\\_317\\_g\\_1\\_t\\_4.html?from=category\\_g\\_1\\_t\\_4.html](http://nlvm.usu.edu/en/nav/frames_asid_317_g_1_t_4.html?from=category_g_1_t_4.html)

### Coin box

Play money

This game will help students learn how to count, collect, exchange and make change for coins.

<http://illuminations.nctm.org/ActivityDetail.aspx?ID=217>

### Number and Cents

From the National Council of Teachers of Mathematics

In this unit, students explore the relationship between pennies, nickels, dimes, and quarters. They count sets of mixed coins, write story problems that involve money, and use coins to make patterns.

<http://illuminations.nctm.org/LessonDetail.aspx?ID=U67>

## Bar Chart

National Library of Virtual Manipulatives, Utah State University

This manipulative can be used to make a bar chart with 1 to 20 for the vertical axis and 1 to 12 bars on the horizontal axis. The colors for the bars are predetermined however users can type in their own title for the graph and labels for the bars.

[http://nlvm.usu.edu/en/nav/frames\\_asid\\_190\\_g\\_1\\_t\\_1.html?from=category\\_g\\_1\\_t\\_1.html](http://nlvm.usu.edu/en/nav/frames_asid_190_g_1_t_1.html?from=category_g_1_t_1.html)

## Fraction Introduction

From the Math Forum: Introduction to fractions for primary students

This four-lesson unit introduces young children to fractions. Students learn to recognize equal parts of a whole as halves, thirds and fourths.

<http://mathforum.org/varnelle/knum1.html>

<http://mathforum.org/varnelle/knum2.html>

<http://mathforum.org/varnelle/knum5.html>

## Grid Paper

[http://www.ablongman.com/vandewalleseries/Vol\\_1\\_BLM\\_PDFs/BLM30-36.pdf](http://www.ablongman.com/vandewalleseries/Vol_1_BLM_PDFs/BLM30-36.pdf)